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ABSTRACT

This report describes the New Mexico State Board of Education's Consolidating Initiatives for Tomorrow's Education (CITE) plan. The purpose of this plan is to address long-range goals for school reforms and funding, educational and educator standards, and future expectations for continued school improvement and state leadership. Each section includes expectations and indicators for assessing the achievement of school programs, students, educational leaders, and state leadership. The specific topics addressed include: (1) restructuring schools, (2) year-round schools, (3) clear student expectations, (4) assessment of student expectations, (5) remediation, (6) proficiency in two languages for all students, (7) graduation, (8) expanded occupational preparation opportunities, (9) expanded opportunities for adults, (10) improved opportunities for at-risk students, (11) analysis and modification of testing requirements for educators, (12) professional development opportunities for educators, (13) improved professional status of educators, (14) restructuring in the State Department of Education, and (15) job locater service for educators. The CITE Plan also includes: (1) a 5-year budget and revenue plan, (2) budget support for the instructional program to address the need to refine the program and budget review process, (3) a master plan for the use of technology in education, (4) business and school partnerships, and (5) increasing opportunities for persons with disabilities through Consolidating Initiatives for Enhancing Lifestyle Opportunities (CIELO). The CITE plan emphasizes the coordination of services among agencies, the community, parents, and business leaders in achieving stated expectations. (LP)

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NEW MEXICO STATE BOARD OF EDUCATION'S

Consolidating Initiatives For Tomorrow's Education (CITE) Plan

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SEPTEMBER 1990

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NEW MEXICO STATE BOARD OF EDUCATION'S

Consolidating Initiatives For Tomorrow's Education (CITE) Plan

Alan D. Morgan
State Superintendent
of Public Instruction

SEPTEMBER 1990

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Mission Statement of the State Board of Education

The State Board of Education affirms that the primary purpose of schools in New Mexico is to educate all students equitably. Schools, therefore, are responsible for students mastering learning skills and knowledge, and for acquiring and displaying desirable personal qualities and values. The school, under local control and direction, recognizes its shared responsibility with the community and parents for the effective and efficient use of public and private resources and for the continuing involvement of that community in education.

Message from the State Board of Education President

The decade of the 1980's included the State Board of Education's active involvement in shaping the education movement in New Mexico. The Board, which is responsible for creating policies for school programs and finances administered by the State Department of Education, took the lead in implementing the Public School Reform Act and in sanctioning innovative programs and ideas to improve education.

Guiding the Board's progress in 1987 was the development of the first Consolidating Initiatives for Tomorrow's Education (CITE) plan, a three-year educational improvement plan. The plan established long range goals for addressing school reforms and funding, educational and educator standards, and future expectations for continued school improvement and state leadership.

For the last four years, the Board continued to refine the plan and to report progress toward attainment of the expectations. CITE has been a working document which, after an annual assessment of the goals, guided the future direction of school improvement in the state.

To better assess that improvement, the Board established for the 1990's a system for measuring progress toward reaching the expectations. The assessment of identified indicators of success* is included in the August 1990-93 CITE Plan. The Board will analyze periodically progress reports and will produce annually an evaluation of CITE which focuses on an assessment of the identified indicators of success.

To assist in reviewing the plan, CITE is organized into four sections:

- Expectations for School Programs
- Expectations for Students
- Expectations for Educational Leaders
- Expectations for State Leadership

In coordinating resources to accomplish the expectations, the Board reaffirms that the efforts must include numerous groups and individuals. The Board will continue in the 1990's to work cooperatively with the Office of the Governor, the universities, local school districts and boards, and the citizens of New Mexico to assure that we consolidate resources and efforts to improve education.

As president of the State Board of Education, I encourage parents, educators, legislators, and others to join with the Board in consolidating our resources and efforts to improve instruction in New Mexico.

Lynn M. Medlin

Lynn M. Medlin, President
New Mexico State Board of Education

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* "An educational indicator is a statistic about the educational system that reveals something about its performance or health. Like the odometer, speedometer, temperature, and fuel gauges in a car, educational indicators provide essential information about the system's current functioning, suggest whether good progress is being made, and warn of potential problems." (From Educational Indicators: a Guide for Policymakers, by Jennie Oakes, Center for Policy Research in Education, Rutgers University, The Rand Corporation, University of Wisconsin-Madison, October 1986).

"Carefully crafted and gathered statistics are the basic building blocks of indicator systems. These statistics are derived from a test, a survey, or collection of information on important aspects of the education system. Ideally, they are derived from tests, surveys, or data collection carried out periodically to produce comparable data over time." (From State Education Indicators: Measured Strides Missing Steps, by Stephen S. Kaagan and Richard J. Coley, Center for Policy Research in Education, Rutgers University and Policy Information Center, Educational Testing Service, 1989).

EXECUTIVE SUMMARY

PURPOSE OF THE CONSOLIDATING INITIATIVES FOR TOMORROW'S EDUCATION (CITE) PLAN

The purpose of the CITE Plan is to establish the New Mexico State Board of Education's long range goals for addressing school reforms and funding, educational and educator standards, and future expectations for continued school improvement and state leadership. The plan also establishes the framework for coordinating resources to accomplish the expectations.

CONTENTS OF THE CITE PLAN

The plan is organized into the following sections:

- Expectations for School Programs
- Expectations for Students
- Expectations for Educational Leaders
- Expectations for State Leadership

Included in each section are specific topics and expectations for educational improvement and a method for assessing the achievement of those expectations.

NEW INITIATIVES IN THE PLAN

The CITE Plan includes the following four new initiatives:

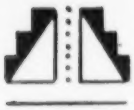
- A Five Year Budget/Revenue Plan which addresses the additional demands made upon public schools due to increasing enrollments and passage of legislation such as the Public School Reform Act.
- Budget Support for Instructional Programs which addresses the need to refine the program/budget review process to enable creative, long range planning in school districts and communities.
- Master Plan for Technology which supports long range planning for technology in education and addresses the need for a statewide master plan.
- Proficiency of Students in Two Languages which requires that by the year 2000 students in New Mexico will be proficient in two languages, one of which is English.

INNOVATIVE FEATURES OF THE PLAN

The CITE Plan addresses the joint responsibility shared by many different agencies, organizations, and the community. The State Board of Education recognizes that New Mexico's schools cannot do everything alone, and that with decreasing resources, educators and the community must link various service providers and family support systems to achieve the stated expectations. By coordinating the services of various agencies, the community, parents, and business leaders the Board believes that services to students will be enhanced.

EXPECTATIONS FOR SCHOOL PROGRAMS

TOPIC:
Restructuring Schools



STATUS:

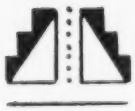
Restructuring involves redesigning educational institutions into new organizational structures through staff, student, and parent empowerment, new methods of instructional delivery, and site-based management. Many New Mexico schools are in the process of planning, and in some cases, have begun the restructuring process.

One initiative is the RE:Learning Project which is a collaborative effort of the Education Commission of the States, the Coalition of Essential Schools, and interested states with the intent of redesigning schools in order to enable students to use their minds well. Although at different stages of involvement, several New Mexico schools and universities are presently redesigning programs through the RE:Learning Project.

EXPECTATIONS:	INDICATORS OF SUCCESS:
The State Department of Education, with the support of the State Board of Education, will:	
1. From 1990-93, work with legislators to support and fund innovative practices in school districts in New Mexico.	1a. Number of programs supported through legislation and numbers funded.
2. From 1990-93, provide leadership to school districts interested in establishing middle schools and in initiating the principles of RE:Learning and other school restructuring initiatives.	2a. Number of workshops and training sessions for those interested in establishing middle schools. 2b. Interviews with those who have received assistance from the State Department of Education regarding their satisfaction with the services.

EXPECTATIONS:	INDICATORS OF SUCCESS:
3. By 1991-92, establish an evaluation model for assessing student learning in restructured schools and in middle schools.	3a. Acceptance of the model by educators, parents, and the community.
4. By 1992-93, students who attend middle schools and restructured schools will demonstrate increased learning in accordance with the evaluation model developed.	4a. Increased learning of students verified as a part of the evaluation model. 4b. Interviews and surveys of students, local board members, parents, business community, and staff regarding their perceptions of middle schools and restructured schools.

TOPIC:
Year Round Schools



STATUS:

Various year round school schedules are currently being implemented throughout the country. Proponents of this scheduling concept believe that year round schools have the potential to enhance student learning, to use facilities more efficiently, to reduce absenteeism, and to relieve conditions of overcrowding.

The first New Mexico experience with year round schooling occurred during the 1989-90 school year and involved three elementary schools in Albuquerque.

EXPECTATIONS:	INDICATORS OF SUCCESS:
The State Department of Education, with the support of the State Board of Education, will:	
1. From 1990-1993, monitor the national year round schools movement and the results of year round schedules in New Mexico.	1a. An analysis of national year round school efforts. 1b. Report on the results of year round schedules in New Mexico.
2. From 1990-1993, assist interested school districts in the exploration and implementation of year round schooling.	2a. Interviews with school district personnel regarding the quality of assistance received from the State Department of Education and the changes implemented as a result of the assistance. 2b. Analysis of achievement results for students in year round schools.

EXPECTATIONS:	INDICATORS OF SUCCESS:
	2c. Analysis of absentee rates in year round schools.
	2d. Analysis of staff, parent, community, and student satisfaction with year round schools.
3. From 1990-1993, continue to examine the regulatory and statutory provisions and administrative procedures that may impinge upon the operation of alternative school year calendars and propose that these be amended if necessary to further year round schooling goals.	3a. Summary of proposed changes to statute and administrative procedures necessary to assist in year round schooling goals and an analysis of the success of the proposed changes.

EXPECTATIONS FOR STUDENTS

TOPIC:
Clear Student Expectations

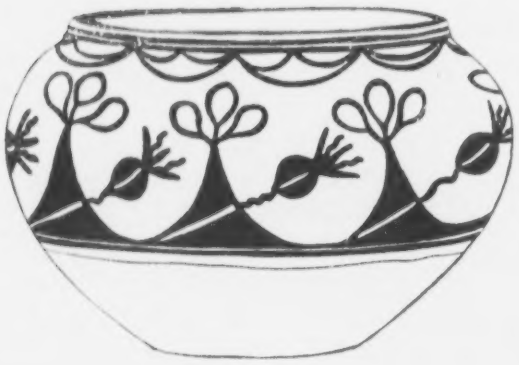
STATUS:

Essential student competencies identified by New Mexico educators have been included in the written and delivered curriculum in New Mexico's schools.

Staff of the State Department of Education are assisting districts' staff with strategies to teach those competencies in an interdisciplinary method. Presentation of additional information via the Leadership Institute, regional workshops, and technical assistance to individual districts on the assessment and remediation of competencies has also been provided.

EXPECTATIONS:	INDICATORS OF SUCCESS:
The State Department of Education, with the support of the State Board of Education, will:	
1. From 1990-1993, continue to assist teachers and administrators in implementing developmentally appropriate teaching strategies in all content areas.	1a. Number and quality of workshops conducted. 1b. Evaluations of the workshops by participants. 1c. Use by State Department of Education staff of an observation checklist which assesses the effectiveness of these teaching strategies as a part of the accreditation review. 1d. Evidence that the teaching strategies address the needs of all students, including those who are average, academically gifted, or who have special needs.

EXPECTATIONS:	INDICATORS OF SUCCESS:
2. By 1991-92, develop models for alternative combinations of competencies through interdisciplinary and developmental grouping.	2a. Evidence of incorporation of the models, or ideas in the models, in 80% of the school districts' programs. 2b. Use by State Department of Education staff of an observation checklist which assesses the effectiveness of the models as a part of the accreditation process.
3. By 1992-93, refine the student competencies, and review content area competencies prior to the adoption of instructional materials.	3a. Adoption of the refined competencies by the State Board of Education. 3b. Evidence that the concepts necessary to reinforce the competencies are included in the instructional materials recommended for adoption. 3c. Evidence that the concepts included in the instructional materials are appropriate to the needs of the average or academically gifted students or those who have special needs.



TOPIC:
Assessment of Student Expectations

STATUS:

All school districts are required to assess students' mastery of essential competencies according to criteria established by the State Board of Education. In grades one to eight, mastery is used for promotion, remediation, or retention decisions.

Also, a district-selected reading assessment is administered to all students in grades one and two. In September 1989, seventy early childhood teachers and reading specialists representing sixty-six districts met to develop recommendations for the Reading Assessment. The recommendations support local reading curricula and instructional methods.

At the high school level, mastery of competencies is required for graduation, as measured in part, by the New Mexico High School Competency Examination.

The writing production tests at grades four and six, the achievement tests at grades three, five, and eight, and the New Mexico High School Competency Examination continue to be part of the statewide assessment program.

EXPECTATIONS:

The State Department of Education, with the support of the State Board of Education, will:

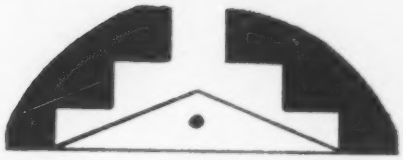
1. By 1990-91, review school districts' development and use of classroom diagnostic remediation plans in reading at grades 1 and 2 to assure consistency between stated goals and curricula.

INDICATORS OF SUCCESS:

1a. School districts' implementation of the reading assessment plan.

1b. Observation of appropriate reading assessments being used in schools.

1c. Documented improvement in students' scores on the Reading Assessment by 1992-93.



EXPECTATIONS:	INDICATORS OF SUCCESS:
2. By 1991-92, expand and enhance the assessment program to include diagnostic assessment, policy/accountability (norm referenced) assessment, and competency (criterion referenced) assessment.	2a. Development and utilization of an expanded item bank. 2b. Pilot testing of new test items for development of additional test forms. 2c. Report of the number of students achieving mastery of essential skills for the purpose of early prevention of school failure. 2d. Publication of districts' rankings on norm referenced and other tests with groupings of similar districts along socioeconomic factors.
3. By 1992-93, implement alternatives to multiple choice testing, such as observation, student portfolios, and performance based testing to include additional demonstrations of skill mastery on the High School Competency Examination.	3a. Draft plan for alternative assessment approved by the State Board of Education.
4. By 1992-93, passage rates of minority students taking the revised High School Competency Examination will increase.	4a. A statistically significant increase in minority students' test scores on the revised High School Competency Examination.

TOPIC:
Remediation

STATUS:

School districts are required to have remediation programs for students who have not mastered essential competencies and alternative programs when remediation programs are ineffective. The State Department of Education provided districts with assistance in interpreting and clarifying statutory remediation requirements.

In addition, Department staff assisted districts in developing remediation plans.

In 1990 the Legislature authorized a one million dollar allocation for remediation programs, and the Department developed the criteria for distributing the funds which will support additional school and district remediation efforts.

EXPECTATIONS:

The State Department of Education, with the support of the State Board of Education, will:

1. By 1991-92, disseminate information on models for remediation which are based on thorough research and documented success.

2. By 1991-92, 95% of the districts will demonstrate that remediation programs are in compliance with statutory requirements and Educational Standards.

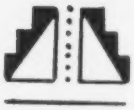
INDICATORS OF SUCCESS:

1a. Evidence of incorporation of the models, or ideas in the models, in 80% of the districts' programs monitored through the accreditation process.

2a. Compliance with statutes and Educational Standards verified each year through the accreditation process for approximately 1/3 of the districts.

EXPECTATIONS:	INDICATORS OF SUCCESS:
	2b. Implementation of a program/ budget review process which allows school districts, parents, the community, and the State Department of Education to examine the allocation of resources and how they support instructional objectives for remediation programs
3. By 1992-93, districts will demonstrate the extent to which they have successfully met the remediation goals stated in their plans or in funded remediation projects.	3a. Number and types of remediation and alternative programs available.
	3b. A report from each district which documents progress toward meeting goals in the remediation plans and those goals specified in funded applications for remediation projects.
	3c. An analysis of improved student learning which can be attributed to the remediation plans.

TOPIC:
Proficiency in Two Languages for All Students in New Mexico



STATUS:

Given our nation's growing international interests and New Mexico's culturally rich and diverse population, it is critical that specific consideration be given to linguistics and literacy development.

The State Department of Education, therefore, in cooperation with school districts, universities, and others, will develop plans to insure that all students in public schools acquire full proficiency in two languages by the year 2,000.

EXPECTATIONS:	INDICATORS OF SUCCESS:
The State Department of Education, with the support of the State Board of Education, will:	
1. By the year 2,000 require that all New Mexico's graduating seniors be proficient in two languages, one of which is English.	1a. Appointment of a task force to develop plans to meet this requirement. 1b. Development and adoption of exit competencies for proficiency in understanding, speaking, reading, and writing in two languages.
2. By 1992, assist local districts to plan curricula necessary for developing full proficiency in two languages, one of which is English.	2a. Development of second language curriculum by each school district. 2b. Increase in second language programs statewide which allows articulated study for a minimum of six years.

EXPECTATIONS:	INDICATORS OF SUCCESS:
3. From 1990-93, assist districts serving American Indian students to develop programs which respect the oral tradition and the values of the community concerning the use of their languages in the public schools.	3a. Increased number of second language programs in districts serving American Indian communities, including American Indian languages acceptable by the community.
4. From 1990-93, provide technical assistance to local districts for program development and implementation including staffing, materials, and cultural/ literary resources.	4a. Requests for technical assistance, followed by evaluations from districts on the effectiveness of assistance.

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TOPIC:
Graduation

STATUS:

Beginning with the graduating class of 1990, all students must pass the New Mexico High School Competency Examination which includes a five-part objective test of essential competencies, as well as a student writing assessment.

The overall passage rates for 1989-90 exceeded those established in the previous Consolidating Initiatives for Tomorrow's Education Plan.

EXPECTATIONS:

1. Beginning July 1, 1990 the percentage of at-risk ninth grade students graduating as twelfth graders four years later will increase by a minimum of two percent each year, with a cumulative total of at least 80 percent of the 1990-91 at-risk ninth graders graduating in 1993-94.

2. Beginning in 1990-91, the State Board of Education will give special recognition to those districts with the highest and most improved graduation rates.

INDICATORS OF SUCCESS:

1a. Beginning in 1990-91, a yearly minimum two percent increase in graduation rates of at-risk students.

1b. 80 percent graduation rate for (1990-91) at-risk ninth grade students in 1993-94.

2a. Rank and acknowledgment of districts with:

- highest graduation rate
- most improved graduation rate
- highest graduation rate for at-risk students
- most improved graduation rate for at-risk students

TOPIC:
Expanded Occupational Preparation Opportunities

STATUS:

The State Board of Education supports expanding occupational programs for students. The Board initiated a proposal for concurrent enrollment which allows secondary students to enroll in post-secondary programs. Subsequently, the Legislature passed a bill authorizing concurrent enrollment, thus expanding occupational training opportunities.

The State Department of Education also incorporated into the vocational education competency manuals job-seeking and job-keeping skills necessary for students. The Board's efforts in the areas of articulation of programs and technical-preparation have enhanced occupational programs and produced more qualified individuals.

EXPECTATIONS:

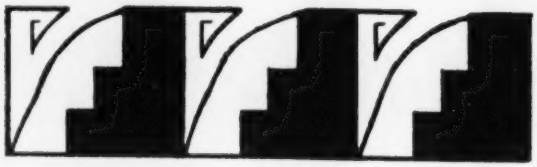
The State Department of Education, with the support of the State Board of Education, will:

1. By August 1990, establish, in cooperation with the Commission on Higher Education, the criteria for concurrent enrollment.

INDICATORS OF SUCCESS:

1a. Follow-up surveys with students and employers to determine if students have increased skills as a result of the concurrent enrollment.

1b. Follow-up surveys with employers to determine if these students are satisfactory employees.



EXPECTATIONS:	INDICATORS OF SUCCESS:
2. By the end of the 1990-91 school year, in cooperation with the Commission on Higher Education, strengthen and promote the 2+2 tech prep program, an integrated secondary/postsecondary program.	2a. Increased enrollment in the 2+2 tech prep program. 2b. Survey of teachers and students assessing the success of the program. 2c. Data on achievement of competencies by students.
3. By 1991-92, identify entrepreneurial skills and competencies and incorporate into existing competency manuals.	3a. A draft list of the skills and competencies. 3b. Survey of educators and the business community concerning their comments on the draft list of the skills and competencies. 3c. Inclusion of the skills and competencies in the school curricula as verified through examination of curricula documents and on-site observations by State Department of Education staff.
4. By 1992-93, provide technical assistance to school districts in implementation of the curriculum	4a. Evidence of implementation of the curriculum in 80% of the school districts

Topic: Expanded Opportunities for Adults

STATUS:

The State Board of Education has increased its emphasis on adult literacy initiatives. The Board supported additional funds for literacy, has a cooperative program with the Department of Labor for a Guidance Information/Counseling initiative for disadvantaged adults, and has a program with the Health and Human Services Department which stresses education and training if participants are to receive welfare assistance. In addition, the Board continues to support homeless education programs.

EXPECTATIONS:

1. Annually, adults enrolled in Adult Basic Education (ABE) programs will complete their programs, and ABE will secure additional funds to expand the effort.

INDICATORS OF SUCCESS:

1a. Increased enrollment in ABE programs, including Amnesty, English literacy, and Project Forward and Literacy.

1b. Increased percentage of ABE students and students participating in ABE programs completing goals and objectives in their individualized programs.

1c. Follow-up study of students who enroll in other educational programs after completing the ABE program.

1d. Increased funding from the Legislature for the program.

1e. Increased funding from other sources.

Topic: Improved Opportunities for At-Risk Students

STATUS:

The State Department of Education considers at-risk students to be those whose school achievement, progress toward graduation, and/or preparation for employment are in serious jeopardy.

Initiatives to prevent at-risk factors include early childhood programs for preschool-age children. The State Department of Education established an Early Childhood Education Task Force which developed and recommended state-funded early childhood education programs. Members of the task force also assisted in planning the Early Childhood Seminar and served as facilitators during the Leadership Institute in June, 1990.

Other initiatives have included a team from the State Department of Education that developed intervention strategies aimed at improving the passage rate of American Indian students on the New Mexico High School Competency Examination. Five districts were selected as the focus for these improvement efforts. To assist further Indian students the State Department of Education worked with educators, tribal leaders, State Board of Education members, and others to develop a proposal for an Indian Education Center for Excellence. The 1990 Legislature funded the Center. The research and technical assistance Center's primary mission is to develop and test strategies and services that will lead to improved educational services and opportunities for Indian children.

EXPECTATIONS:	INDICATORS OF SUCCESS:
The State Department of Education, with the support of the State Board of Education, will:	
1. By 1991-92, implement a plan to establish early childhood education programs for preschool age children in order to ensure the availability of state-funded pre-kindergarten programs for all three and four year old children.	1a. Establishment of demonstration early childhood programs which include program options for three and four year old children. 1b. Acquisition of state funds for the programs
2. From 1990-1993, assist school districts to implement early childhood programs and early prevention of school failure strategies.	2a. Number of workshops provided and assessment of the workshops by participants. 2b. Use by State Department of Education staff of an observation checklist which assesses the effectiveness of these strategies.
3. From 1990-93, continue the Early Childhood Education Strand as part of the Leadership Institute to provide teachers and administrators information in developing appropriate early childhood programs.	3a. Assessment by Institute participants regarding the effectiveness of the Early Childhood Strand. 3b. Evidence of positive changes in districts' early childhood programs as a result of the Institute.

EXPECTATIONS:	INDICATORS OF SUCCESS:
4. From 1990-1993, work with the Early Childhood Task Force on early childhood issues and methods of funding preschool programs.	4a. Identification of specific early childhood issues and development of recommendations concerning the issues. 4b. Development of proposals for funding early childhood programs and evidence that funding was secured.
5. From 1990-1993, expand work with selected districts, particularly those with large American Indian enrollments, to develop programs and policies to address the needs of at-risk students.	5a. Refinement of the identification of at-risk districts. 5b. Ranking of districts by "at-risk" factors met or exceeded. 5c. Increased passage rate of American Indian students on the New Mexico High School Competency Examination.
6. From 1990-1993, increase coordination of state efforts directed at improving learning of linguistically different children by emphasizing teaching styles which are appropriate in working with linguistically different children and by considering the diverse learning styles and experiential background of those children.	6a. Report on coordination efforts designed to improve learning of linguistically different children. 6b. Observation during the accreditation process of appropriate teaching styles for those working with linguistically different children.

EXPECTATIONS:	INDICATORS OF SUCCESS:
7. From 1990-1993, continue to provide leadership to support comprehensive school and community-based programs directed at problems such as substance abuse, Acquired Immune Deficiency (AIDS), adolescent pregnancy, suicide, etc.	7a. Report on coordination efforts supporting school and community-based programs. 7b. Progress report on improvements resulting from school and community-based programs.
8. From 1990-1993, disseminate information about effective programs which focus on prevention, intervention, and retrieval for students at risk.	8a. Interviews with school district personnel and others concerning their use of information about effective programs and their satisfaction with that information. 8b Documented positive changes in school districts resulting from the information.
9. From 1990-93, continue to enhance opportunities for youth with disabilities as they finish school by expanding school to work transition efforts.	9a. The development of individualized transition planning for all students with disabilities. 9b. Improved vocational training and remediation opportunities afforded students with disabilities at the secondary level. 9c. Increased access to services provided by the Division of Vocational Rehabilitation for students with disabilities.

EXPECTATIONS FOR EDUCATIONAL LEADERS

TOPIC:
Analysis and Modification of Testing Requirements for Educators

STATUS:

In 1983, the State Board of Education adopted the National Teacher's Examination as one of the requirements for licensing educators. Annually, the State Department of Education analyzes the passing rates of the ethnic groups to which the teaching candidates belong and the teacher training programs they attended to determine if changes or modifications to the testing program should be made.

Based on the analysis and recommendations from staff and the Professional Standards Commission, the Board appointed a statewide task force to study the issue of possible revisions to the testing program for licensure and to formulate recommendations to the Board.

EXPECTATIONS:	INDICATORS OF SUCCESS:
The State Department of Education, the Professional Standards Commission, and the Licensure Testing Task Force, with the support of the State Board of Education, will:	
1. By 1991-92, evaluate the potential of various types of assessment approaches designed to measure essential and complex skills required of teachers.	1a. Participation by task force in collecting and reporting information. 1b. Presentation by state and national assessment specialists on the latest testing data and procedures. 1c. Development of work plan including timelines for completion of reports to the Board.

EXPECTATIONS:	INDICATORS OF SUCCESS:
	1d. Summaries and analyses of state, regional, and national research.
2. By 1992-93, recommend changes necesary to improve the educator assessment program.	2a. An analysis of the recommended changes and predictions of their possible impact.
3. By 1993-94, assess the effects of the revised testing program.	3a. Number of educators taking the test, the ethnic categories of those taking the test, the NM educator preparation program attended, and the number from out-of-state taking the test.
	3b. A comparison prior to and after test revision of passage rates of ethnic groups and educators prepared in-state and those prepared out-of-state.

TOPIC:
Professional Development Opportunities for Educators

STATUS:

The State Board of Education has been actively involved in expanding professional development opportunities for teachers and administrators in the state. The Board established expectations for teachers' and administrators' performance, including assessing the effectiveness of classroom instruction.

In 1984, the Board initiated a Leadership Institute for principals which has now been expanded to include training and support for other administrators and school staff. In 1989, the Board initiated a new educator support system to provide structured assistance to educators new to their positions.

EXPECTATIONS:	INDICATORS OF SUCCESS:
The State Department of Education, with the support of the State Board of Education, will:	
1. Continue the Leadership Institute to enhance the skills of teachers and administrators in the areas of classroom instruction, effective evaluation and supervision, prevention programs for at-risk students, school restructuring, support for new educators, and other areas of current interest in education.	1a. An evaluation of the effectiveness of the Institute by participants. 1b. A survey of districts to determine the influence of the Institute in increasing the knowledge and skills of participants.

EXPECTATIONS:	INDICATORS OF SUCCESS:
2. Continue to provide assistance and resources to assist educators in revising and maintaining their locally-developed New Educator Support Plans, Teacher/Principal/Administrator Performance Evaluation Plans, and District Administrator Professional Development Plans.	2a. Verification through the accreditation process of the status and effects of the plans.
3. By 1991-92, develop a process for the evaluation of the New Educator Support Plan.	3a. An evaluation design for the New Educator Support Plan which is acceptable to the Professional Standards Commission and State Board of Education.
4. By 1992-93, implement the evaluation of the New Educator Support Plan.	4a. Evidence of implementation of the evaluation design. 4b. Report on the success of the New Educator Support Plan, including an analysis of teachers' growth and development.

TOPIC: Improved Professional Status of Educators

STATUS:

The Ethics Committee of the Professional Standards Commission conducted a study to determine ways to recruit and maintain a teaching force that more adequately represents the state's minority populations.

Data have been collected from regional and national research. Additional information regarding the status of minority recruitment and retention has also been collected from colleges, universities, school districts, and other interested groups.

EXPECTATIONS:

The Professional Standards Commission and the State Department of Education staff, with the support of the State Board of Education, will:

1. By 1991-92, implement a plan in cooperation with the Commission on Higher Education to recruit and retain an educator work force which more proportionately represents the composition of the state-wide school population.

INDICATORS OF SUCCESS:

1a. Completion of a report by the Professional Standards Commission that includes recommendations for recruiting and retaining minority educators.

1b. Adoption of a recruitment plan by the State Board of Education and Commission on Higher Education.

EXPECTATIONS:	INDICATORS OF SUCCESS:
2. By 1992-93, increase minority educator representation by 2 percent annually.	2a. Survey of minority candidates in NM teacher preparation programs in 1991-92 and comparison of numbers annually. 2b. Number of minority educators employed in NM public schools in 1991-92 and comparison of numbers annually. 2c. Number of minority candidates being licensed as educators in NM in 1991-92 and comparison of numbers annually.

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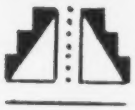
EXPECTATIONS FOR STATE LEADERSHIP

TOPIC:
Restructuring in the State Department of Education



STATUS:

In 1989, the State Superintendent of Public Instruction accepted the recommendations of an internal State Department of Education committee to restructure the organization so that the Department could support change efforts in school districts such as the RE:Learning Project and other restructuring efforts.

The State Department of Education began implementation of its restructuring plan in July 1989. Major concepts within the restructuring plan are the following: 1) the establishment of three planning councils composed of department employees from all levels within the organization who are empowered to make policy recommendations directly to the superintendent; 2) the use of the planning councils as forums to involve local school district and other educational leaders in influencing state policies; 3) the development of management plans for each unit and division in the State Department of Education which will become the basis of a management plan for the agency.

In 1989-90, the State Department of Education established three planning councils: Agency, Accountability, and School. During that time the councils developed plans and procedures which require the cooperation of several units within the department and with educational and other leaders. The councils have submitted a number of recommendations to the superintendent. Also, in 1990 the State Superintendent developed a vision statement for the agency.

EXPECTATIONS:	INDICATORS OF SUCCESS:
The State Department of Education, with the support of the State Board of Education, will:	
1. By 1990-91, redefine the mission of the State Department of Education and the department's roles and relationships.	1a. Documentation of staff participation in development of the mission statement.

EXPECTIONS:	INDICATORS OF SUCCESS:
	1b. Approval by 90% of the staff of the mission statement.
	1c. Definition of roles and relationships in management plans.
2. During 1990-93, continue to operate the planning council system.	2a. Number of recommendations accepted by the superintendent.
	2b. Survey of all staff concerning their satisfaction with councils' performance.
	2c. Survey of school districts concerning their assessment of management within the agency.
3. During 1990-93, refine the management planning system.	3a. Management plans which reflect the agency's redefined mission, roles, and relationships.
	3b. Evidence that all staff participated in developing the management plans and reached consensus.
	3c. Conformance of management plans to Agency Planning Council's criteria.

INDICATORS OF SUCCESS:

3d. Direct relationship between management plans and mission of department and units and the resources necessary to accomplish the mission.

3e. Direct relationship between management plans and staffs' roles and relationships in accomplishing the mission.

3f. Evidence of systematic review and adjustment of management plans through the quarterly review process.

3g. Survey of school districts concerning their assessment of management within the agency.

TOPIC:
Job Locator Service for Educators

STATUS:

The State Department of Education has made progress in establishing a job locator service for educators. The Professional Licensure Unit, with the assistance of the Data Processing Unit and New Mexico TechNet, has established a working agreement outlining roles and responsibilities to implement the project. Much of the technical work required for creating the system is completed. Identification of pilot project districts and implementation of the project will begin in the Fall of 1990.

EXPECTATIONS:

The State Department of Education, with the support of the State Board of Education, will:

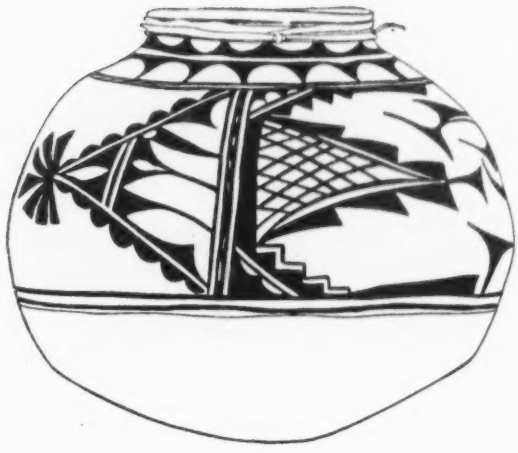
1. By 1991-92, establish in the Professional Licensure Unit a computer-based job locator service linking school officials who are recruiting employees with individuals seeking employment.

INDICATORS OF SUCCESS:

1a. Survey of pilot districts to determine their satisfaction with the system and to provide them with an opportunity to suggest changes.

1b. Completion of an evaluation form by educators seeking employment which assesses their satisfaction with the system and provides them with an opportunity to suggest changes.

EXPECTATIONS:	INDICATORS OF SUCCESS:
2. By 1992-93, refine the job locator service based on suggestions from the pilot districts and applicants.	2a. Conduct random telephone interviews of personnel directors in the pilot districts and of applicants to verify that the refinements reflect the suggestions made by those using the system.
3. By 1993-94, 70 percent of the districts will use the service, and 80 percent of those districts and job applicants will rate the system as satisfactory or better.	3a. Completed evaluation forms from participating districts and applicants.



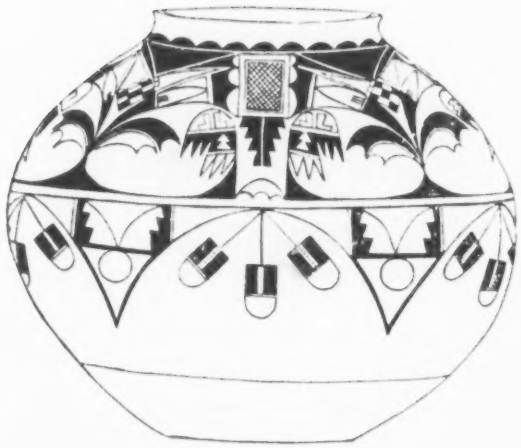
TOPIC:
Five Year Budget/ Revenue Plan

STATUS:

Within the last ten years, the demands for services from the public schools have increased. With the passage of the Public School Reform Act in 1986, the expectations for services increased even more. Because the Public School Reform Act contains requirements such as reductions in class sizes, increased credits for graduation, etc. and because New Mexico's student population is growing, the State Board of Education supports the development of a long range planning document, a Five Year Budget/Revenue Plan. This plan should assist educators and legislators to anticipate future program and financial needs and to plan for any necessary revenue enhancements.

EXPECTATIONS:	**INDICATORS OF SUCCESS:**
The State Department of Education, with the support of the State Board of Education, will:	
1. By 1991-92, develop a Five Year Budget/Revenue Plan which will include an analysis of instructional and financial needs and an assessment of possible revenue sources which may be available.	1a. Development of a plan acceptable by the State Board of Education.
2. By 1992-93, implement the plan and include the first phase of the plan in the Board's legislative request for funding.	2a. Assistance from legislative staff in drafting a proposal for consideration by the Legislature. 2b. Acceptance by the Legislature of 80 percent of the proposed revenue package.

EXPECTATIONS:	INDICATORS OF SUCCESS:
3. By 1993-94, implement the second phase of the plan and include it in the Board's legislative request for funding.	3a. Assistance from legislative staff in drafting a proposal for consideration by the Legislature. 3b. Acceptance by the Legislature of 80 percent of the proposed revenue package.



TOPIC:
Budget Support for the Instructional Program

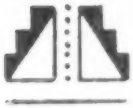
STATUS:

Each year the State Department of Education conducts program/budget reviews as a component of the accreditation process to ensure that the budgeting of public school funds addresses students' needs.

EXPECTATIONS:	INDICATORS OF SUCCESS:
The State Department of Education, with the support of the State Board of Education, will:	
1. By 1990-91, refine the program/budget review process to enable creative, long-range planning in school districts.	1a. A description of the review process. 1b. A summary report which includes data and analysis such as: 1) progress on salary and reduction of class size; 2) growth/diminuation in support programs and an analysis of their contribution to the overall instructional program; 3) a summary of the long-range planning strategies in the district.
2. By 1991-92, identify effective educational programs which have used resources to support program needs and from that identification design three models for evaluating the effective use of resources to support instruction.	2a. Criteria established for the identification of effective programs, including how the budget supports the needs identified in those programs. 2b. Completion of three acceptable program evaluation models.

EXPECTATIONS:	INDICATORS OF SUCCESS:
3. By 1992-93, implement the evaluation models in pilot districts.	3a. Voluntary implementation of the models in pilot districts. 3b. Survey of the pilot districts to gain information regarding any necessary changes to the models for better implementation. 3c. Completion of an evaluation design to collect information on the effectiveness of the evaluation models in analyzing program success.

TOPIC:
Technology in Education



STATUS:

The State Board of Education supports long range planning for technology in education. The need for a statewide master plan exists partly because there are numerous educational technology projects in New Mexico with limited coordination and articulation. Two projects currently supported by the Board are delivery of instruction through television networks and the Education Cabinet Council's proposals associated with technology in the schools.

EXPECTATIONS:	INDICATORS OF SUCCESS:
The State Department of Education, Commission on Higher Education, Governor's Office, private sector representatives, and others, with the support of the State Board of Education, will:	
1. By 1990-91, utilize research including national/state technology plans and a statewide needs assessment in planning.	1a. Bibliography and appendices reflecting research and results of the needs assessment.
2. By June 1991, develop a 5-year New Mexico Master Plan for Technology in Education.	2a. Involvement of a broad spectrum of New Mexico citizens in developing the plan as documented by the list of participants. 2b. Acceptance of the plan by the State Board of Education and the Commission on Higher Education.

EXPECTATIONS:	INDICATORS OF SUCCESS:
3. From 1990-93, support legislative efforts for continued funding of a comprehensive statewide Distance Learning Project.	3a. Proposed legislation passed and funded.

TOPIC:
Business/ School Partnerships

STATUS:

In 1989, the State Board of Education joined in an active working relationship with the business community in supporting school instruction. The Board recognized that a solid elementary and secondary education is essential to develop responsible citizens and to build a foundation for future economic growth.

In order to emphasize the importance of education in enhancing the state's economic development, the Board appointed a business advisory panel composed of corporate and business leaders. Recently the panel expressed interest in a program which would focus on developing students' basic skills and enabling students to transfer those skills to a work setting. The panel, therefore, is studying several options and will present recommendations and policy proposals to the State Board of Education in the spring of 1991.

EXPECTATIONS:

The State Department of Education, with the support of the State Board of Education, will:

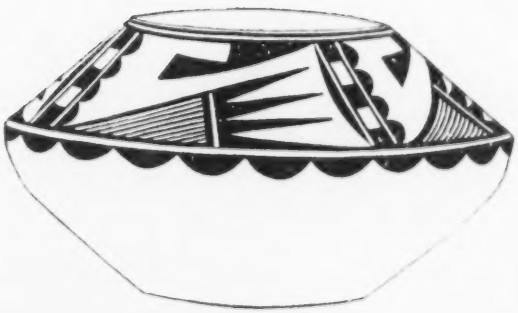
1. By spring 1991, present policy recommendations of the business advisory panel to the State Board of Education for approval.

INDICATORS OF SUCCESS:

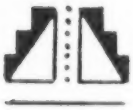
1a. A survey of business and education leaders which indicates approval of 90% of the recommendations by 90% of those surveyed.

1b. Approval of at least 90% of the recommendations by the Board.

EXPECTATIONS:	INDICATORS OF SUCCESS:
2. By July 1, 1991, encourage New Mexico employers to require each job applicant to produce evidence of a high school diploma or certificate of completion as a minimum criterion for employment.	2a. Telephone interviews with a random selection of employers to determine if they require this as one criterion for employment.
3. By 1992-93, implement the recommendations of the panel.	3a. Dissemination of recommendations to business leaders and educators. 3b. A survey of business and education leaders which indicates satisfaction with the program. 3c. Documented evidence which demonstrates a positive change in students' skills and ability to use the skills on the job.



TOPIC: Consolidating Initiatives for Enhancing Lifestyle Opportunities (CIELO)



STATUS:

The State Board of Education supports long range planning for enhancing lifestyle opportunities for persons with disabilities. The planning will include vocational independent living and technological and legal opportunities. Also considered will be recent legislative mandates changing cultural awareness, and expectations for persons with disabilities.

EXPECTATIONS:

The State Department of Education and the Division of Vocational Rehabilitation, in cooperation with public and private groups, will:

1. By June 1992, develop a five year plan entitled Consolidating Initiatives for Enhancing Lifestyle Opportunities (CIELO) for New Mexicans with disabilities.

INDICATORS OF SUCCESS:

1a. Appointment of a task force representative of appropriate entities to review data and research and make recommendations to State Department of Education staff.

1b. Establishment of a work group to draft the CIELO document, obtain public comment, and revise as appropriate.

1c. Acceptance of the Consolidating Initiatives for Enhancing Lifestyle Opportunities plan by the State Board of Education.